
Tennessee Standards Training: Unpacking the Standards As A Team

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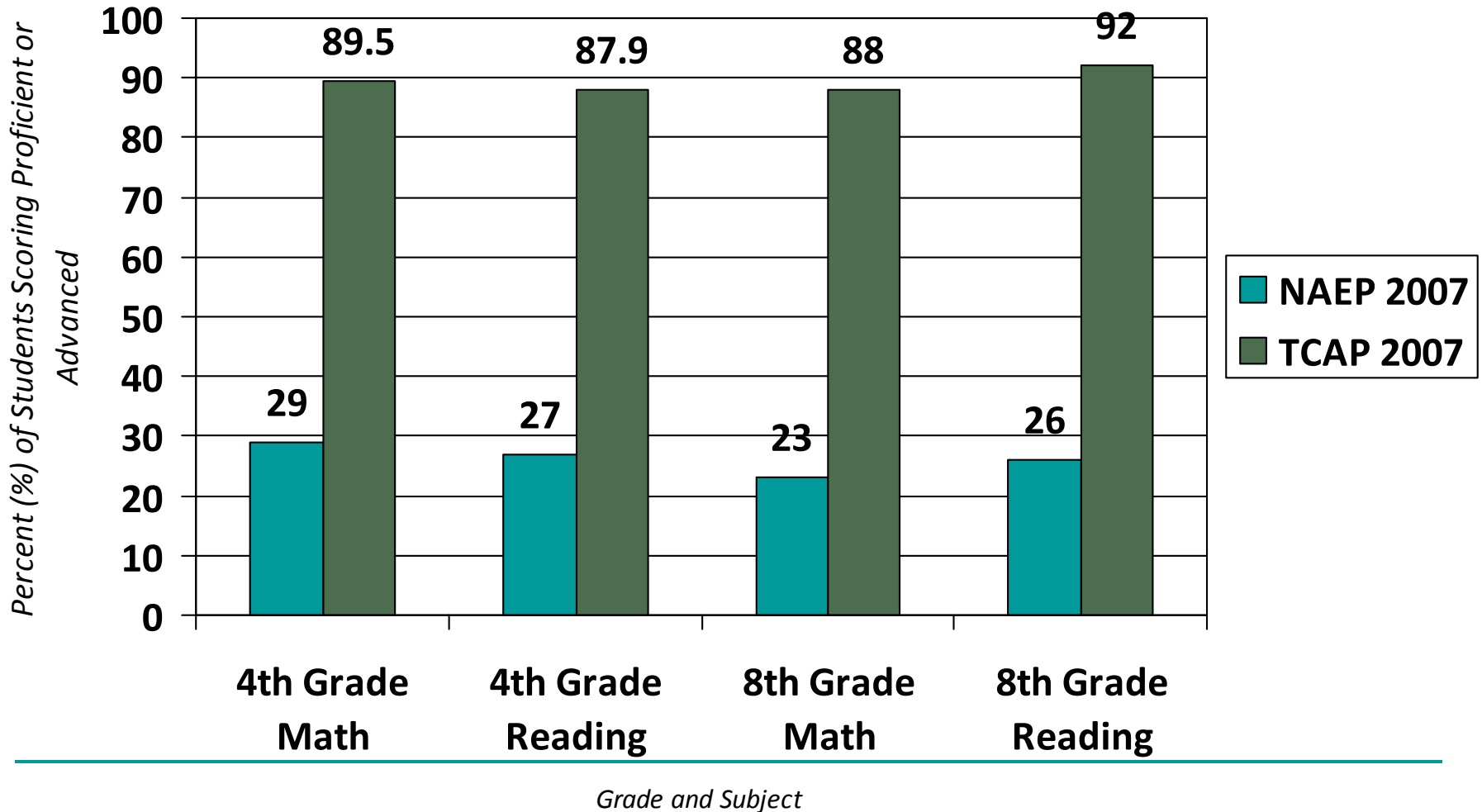
February 10, 2009

Overview and Rationale for Change

Why Do We Need New Standards For Tennessee Schools?

Are Tennessee students currently able to compete nationally and globally when measured with results from the National Assessment of Educational Progress (NAEP)?

Tennessee NAEP and TCAP Performance in 2007



Why Do We Need New Assessments For Tennessee Schools?

New standards drive the assessments. With new standards, development of aligned assessments is automatic. There is a 'Standards Setting' procedure that is required to include pilots and field testing processes with 'Bookmarking' for setting cut scores.

New Assessment Timeline:

■ Spring 2009

- ❑ 'hybrid' test – current TCAP with field test items for new standards
- ❑ continue Gateway
- ❑ ACT administration at all high schools

■ Fall 2009/Spring 2010

- ❑ New TCAP assessment aligned to new standards
- ❑ New end-of-course (Transition plan for Gateway)

Why Do We Need a New Accountability Model for Tennessee Schools?

New standards with aligned assessments to the standards require a new accountability system with a new accountability workbook.

What Does Accountability Have to do With Implementing New Standards?

New standards require new metrics or performance targets for measuring proficiency. No Child Left Behind requires an accountability process for all schools/systems using the same benchmarks for all schools/systems measured against federal performance targets (Reset Annual Measurement Objectives – AMOs).

Why Focus on a Team Approach to Implementing the New Standards?

School Counselors advise students for their school and life's career paths. Career technical, special education, and academic teachers plot the courses and develop challenging work to ensure students will be able to compete. To make students' paths successful, ALL of the team members have to understand the new standards, new assessments, and accountability requirements.

What is the Role of School Counselors in Implementing the New Standards Policies?

School Counselors play a critical role in charting each student's course of study during school careers.

Reflection on the New Standards, Assessment and Accountability Requirements:

Special Education Students are
everyone's students – the majority of school
systems and schools on the High Priority List are
failing Special Education Students –
Implementation of Inclusion is *essential* to
moving them off the HP List

The Standards are the Standards –
The same for Career Technical Education, Special
Education, and Regular Education

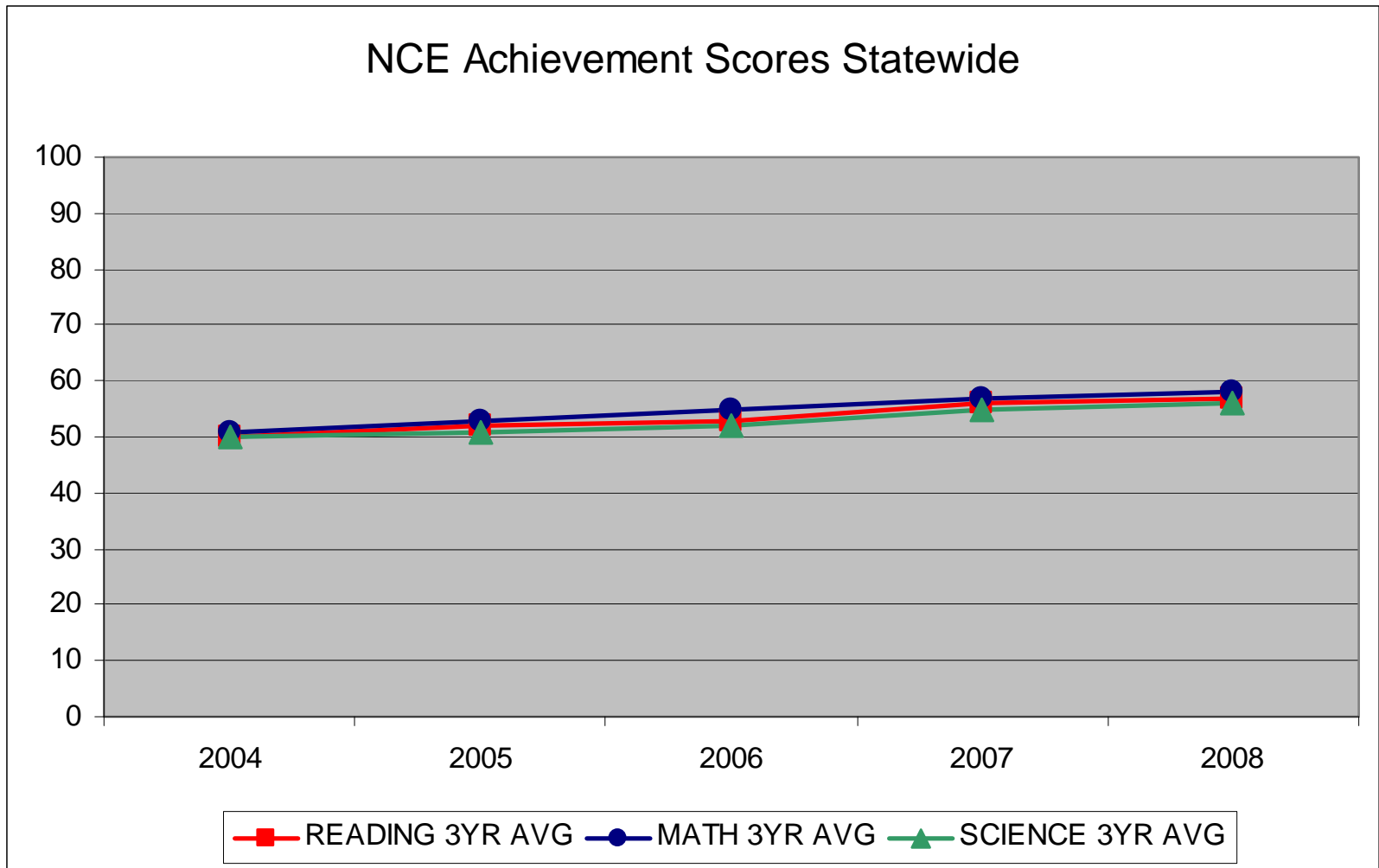
Two High School paths are obsolete – Is
this Tracking? Tennessee is moving to one set of
standards for all students through the
Tennessee Diploma Project

What Prompted the Sense of Urgency in Tennessee's Move to New Standards?

No Truth in Advertising

- The US Chamber of Commerce gave Tennessee an 'F' on its Report Card noting that: "There is no truth in advertising for Tennessee school standards. The reality is that students scoring at 79% are actually at 39% when compared to national standards (NAEP)."
- Upon entering higher education, 50% of Tennessee's graduates had to take remedial courses.
- TIMMS and other national studies showed the United States is slipping in all academic areas when compared globally.

NCE Achievement Scores Statewide



2007 State AYP Results

High School AYP Summary ?									
	All	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Economically Disadvantaged	Students w/ Disabilities	Limited English Proficient
Math									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	+	+	+	+	+	X
Reading/Language Arts/Writing									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	X	+	+	+	+	+	X	X
Additional Indicator									
Graduation Rate	+	AYP Details Supporting this Summary							
Met AYP?	X								

2008 State AYP Results

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Reading/Language Arts/Writing									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	+	+	+	+	+	X
Additional Indicator									
Graduation Rate	+	AYP Details Supporting this Summary							
Met AYP?	X								

Redesign of Tennessee High Schools

Tennessee Diploma Project

- Tennessee's Governor has led the charge in conjunction with the State Board of Education to provide rigor and relevance to the teaching and learning process for all public schools.
- The provision of “equity” and “adequacy” is required to meet the needs of At Risk student populations.

Tennessee Diploma Project Goals

- Produce students who are workplace and/or college ready
- Who have deeper understanding of math and science and their relationship to technology (STEM)
- Who can work cooperatively in groups
- Who are ready to demonstrate responsibilities in their own lives and in service to their community

How do we Improve our Delivery of Standards Training?

The State is implementing a quality control and feedback approach to improve our professional development delivery to teachers, principals, supervisors, counselors, and directors

The State Is Responding to Educators' Reaction to the New Standards Training:

Why are we Surveying Principals, Directors, Supervisors, and Teachers?– Data Driven Professional Development

- Use of Survey Monkey to solicit feedback regarding quality and delivery of previous professional development is essential
- Principal, Supervisor and Superintendent Study Council conversations are essential to our design and delivery of effective professional development

The State Is Responding to Educators' Reaction to the New Standards Training:

Example: Principals and Supervisors said:

“We’ve unpacked the Standards, now we need to know how to teach the new math standards, Algebra/Pre-Algebra, in grades 5 through 8. We really didn’t get what we needed from the science Summer sessions.”

So, now we’re going to offer Spring Content Specialty Worksessions for Math, English/Language Arts, Reading, and Science.

Data Driven Professional Development

“Transforming Instruction”

Summer 2009 Teacher Work Sessions:

- Invite back the original 4,500 teachers/administrators.
- Emphasizing rigor, relevance, and relationships throughout K-12 in Math, Science, and English/Language Arts/Reading
 - Content Specific Institutes (Mathematics, Science, English/LA)
 - Begin a K-12 Reading Initiative

Professional Development

“Transforming Instruction”

Summer 2009 Teacher Work Sessions:

- Application of the Standards
- Addressing subgroup Issues
- Using Instruction to Improve Teaching & Learning
 - Effective Practices
- Using Formative Assessments to Guide the Teaching & Learning of the Standards

The State Is Responding to Educators' Reaction to the New Standards Training:

Example: Principals and Supervisors said:

“We are spending too much time writing TSIPP and TCSPP, and we don’t have time to teach and implement the plan.”

So we put the Plan submission on hold and now have the following improvement planning schedules. The State is streamlining the planning processes to be more user friendly and technically assistive.

TSIPP Due Dates



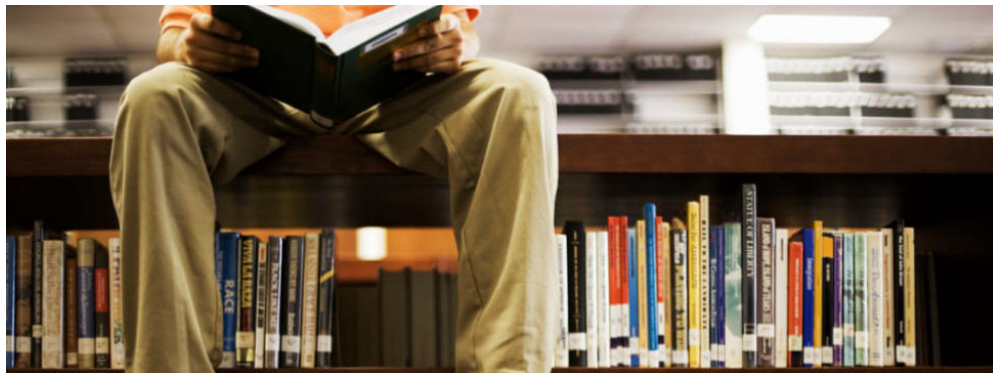
Every 3rd Year Beginning: May 15, 2011	Every 3rd Year Beginning: May 15, 2012	Each school year November 1
Middle / Unit / High Schools <hr/> Target Middle / Unit / High Schools	Elementary Schools <hr/> Target Elementary Schools	All High Priority Schools



TCSPS Due Dates



Every 3rd Year Beginning: May 15, 2011	Each school year November 1
School Systems _____ Target School Systems	All High Priority School Systems



The State Is Responding to Educators' Reaction to the New Standards Training:

- Does the Conceptual Physics course meet the Physics or Chemistry graduation requirement or just the lab science requirement?
 - ❑ Conceptual Physics satisfies the requirement of a laboratory science course.
 - ❑ Conceptual Physics **does not** meet the Chemistry or Physics graduation requirement **unless** the student passes the end-of-course assessment in Physics, which will be developed from the revised curriculum standards in Physics course number 3231.
 - ❑ The department is working collaboratively with the State Board of Education to provide additional flexibility as we work through the implementation of the new high school policy.

What Works in Turning Tennessee Schools and School Systems Around:

Ten Years of Lessons Learned in Tennessee
Schools/Systems

Focus Areas Necessary for Success:

Curriculum
Instruction
Use of Assessment
Organization
Leadership

The Education Alliance, Brown University 2008 Study

Establish a Focus and Clarity of Purpose on:

Standards Based Curriculum Focus – What is taught? What are the resources being utilized in the classroom? Am I teaching to the textbook only? Am I using standards based curricula? Do our resources address the equity and adequacy issues in our school? Am I using formative and summative assessments? Am I benchmarking and using pacing guides?

Establish a Focus and Clarity of Purpose in:

Instructional Focus – Am I teaching all students, all subgroups? Am I differentiating instruction focusing on prerequisite needs for all students? Am I aware of different students' learning styles? Am I developing individual student learning plans for students who are not proficient? Am I practicing inclusion for special populations of students?

Establish a Focus and Clarity of Purpose on:

Assessments Aligned to the Standards – Standards drive the assessments, not the other way around. Do I use formative assessments to individualize for students having difficulty? Have I established baselines for what students know and are able to do? Am I using the “Checks for Understanding”? How do I use the Report Card data? Do I use summative assessments to change my way of teaching? Am I benchmarking so that I know when students are having difficulty in becoming proficient? Do I use pacing guides? Do I review Value-added predictors of success?

Establish a Focus and Clarity of Purpose on:

Organization of the School – Is the school schedule based on the needs of the students or built for the convenience of adults? What do we focus on first thing in the morning? How do we structure the afternoon? Do we make effective use of the time we have in the school day? Is reading stressed throughout the school day? Do we make reading and math fun for students? What incentives do we use to make sure students retain the learning in reading and math? Does our school calendar have a sufficient number of days per the law and to meet the adequacy needs of all students?

Establish a Focus and Clarity of Purpose on:

Leadership – Am I a teacher leader? Does my school act as a professional learning community?

Am I an effective principal who advocates high expectations for all students, all subgroups? Are we inclusive of the community? Do we communicate well to our constituencies?

How Do We Know This Focus Works?

74% of Tennessee Schools/Systems have
moved off the High Priority List When the
Model is Implemented

Examples of Effective Turnaround School Models in Tennessee

Teachers learn from Teachers;
Principals learn from Principals;
Supervisors learn from Supervisors

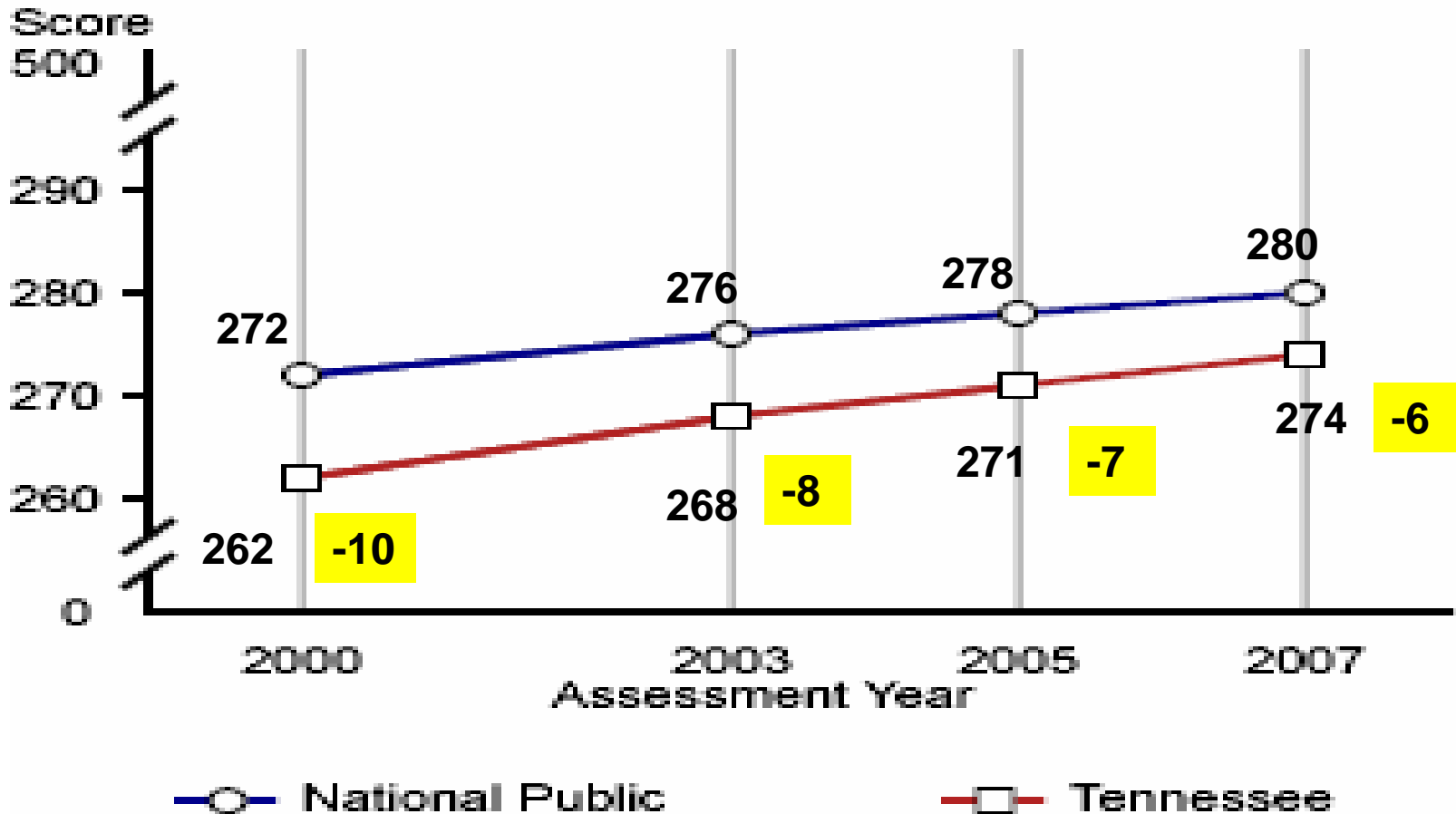
School Examples of Effective Practice:

- Cowan Elementary, Franklin County Schools
- Walnut Grove Elementary, Hardin County Schools
- Brighton High School, Tipton County
- Lonsdale Elementary, Knox County
- Inskip Elementary, Knox County
- Michigan Avenue, Bradley County
- Vance Middle School, Memphis City Schools
- Hattie Cotton Elementary, Metropolitan Nashville Public Schools

The Data For Tennessee: Trends and Patterns

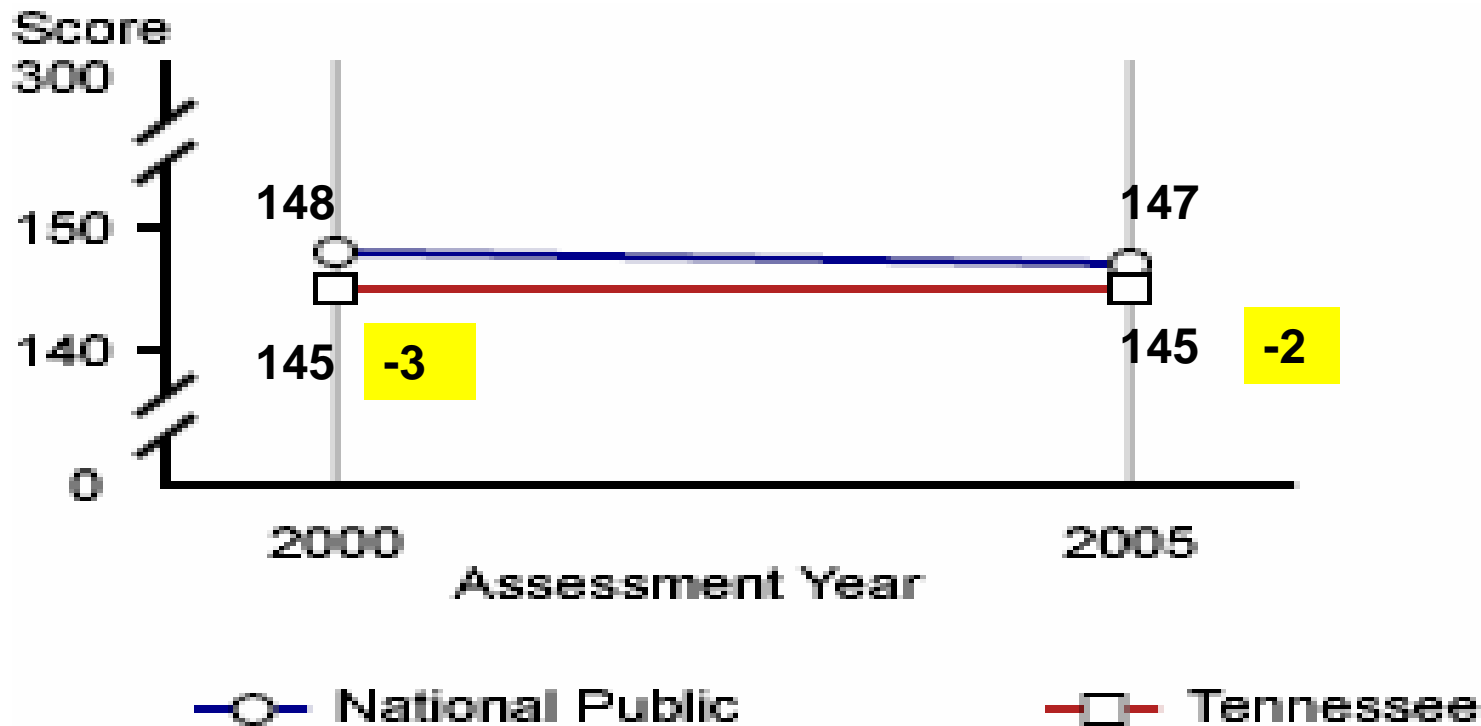
NAEP – Reading, Grade 4

Average Scale Score for TN and Nation



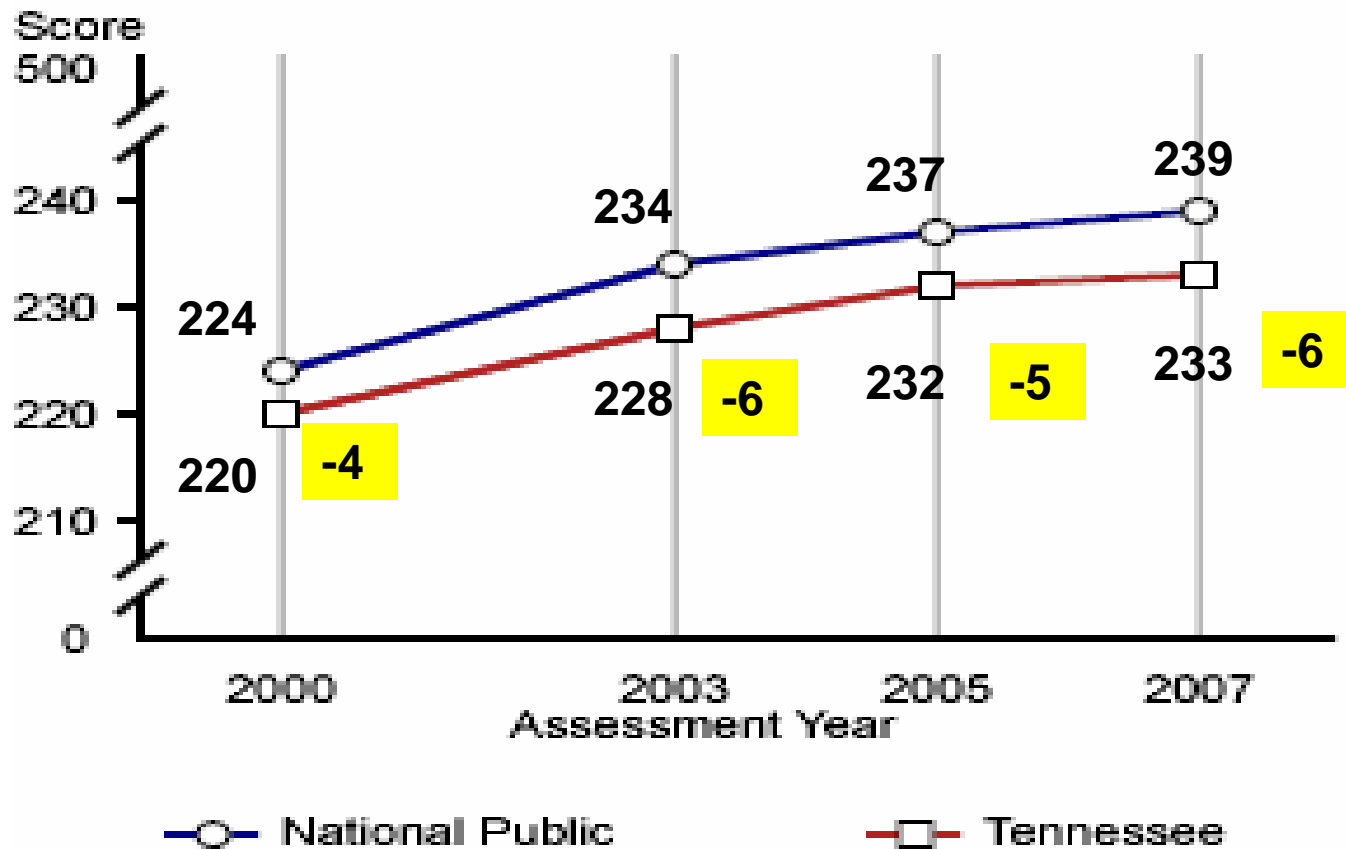
NAEP – Science, Grade 8

Average Scale Score for TN and Nation

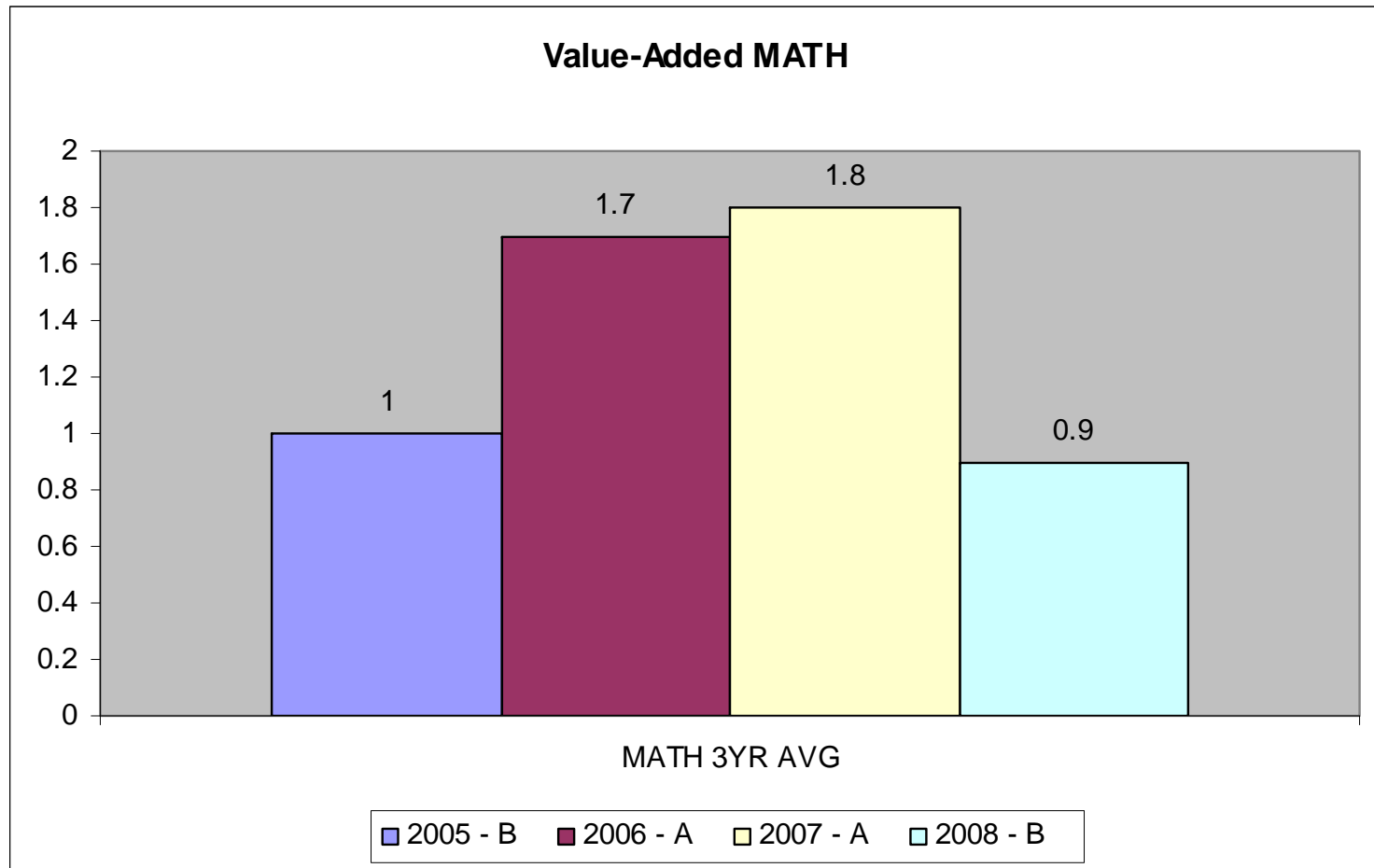


NAEP – Mathematics, Grade 4

Average Scale Score for TN and Nation



Elementary Value-Added 3YR Averages Statewide



Why emphasize reading for grades K-12 public education?

- Reading in Tennessee is Job #1
- Expand Academic Vocabulary

Why are we concerned about the new mathematics standards?

- *Need to develop skills to teach Pre-Algebra and Algebra at grades 5-8 based on new standards*

What has happened to science?

STEM Centers

- *Middle Tennessee State University*
 - *Tennessee Tech University*
- *East Tennessee State University*

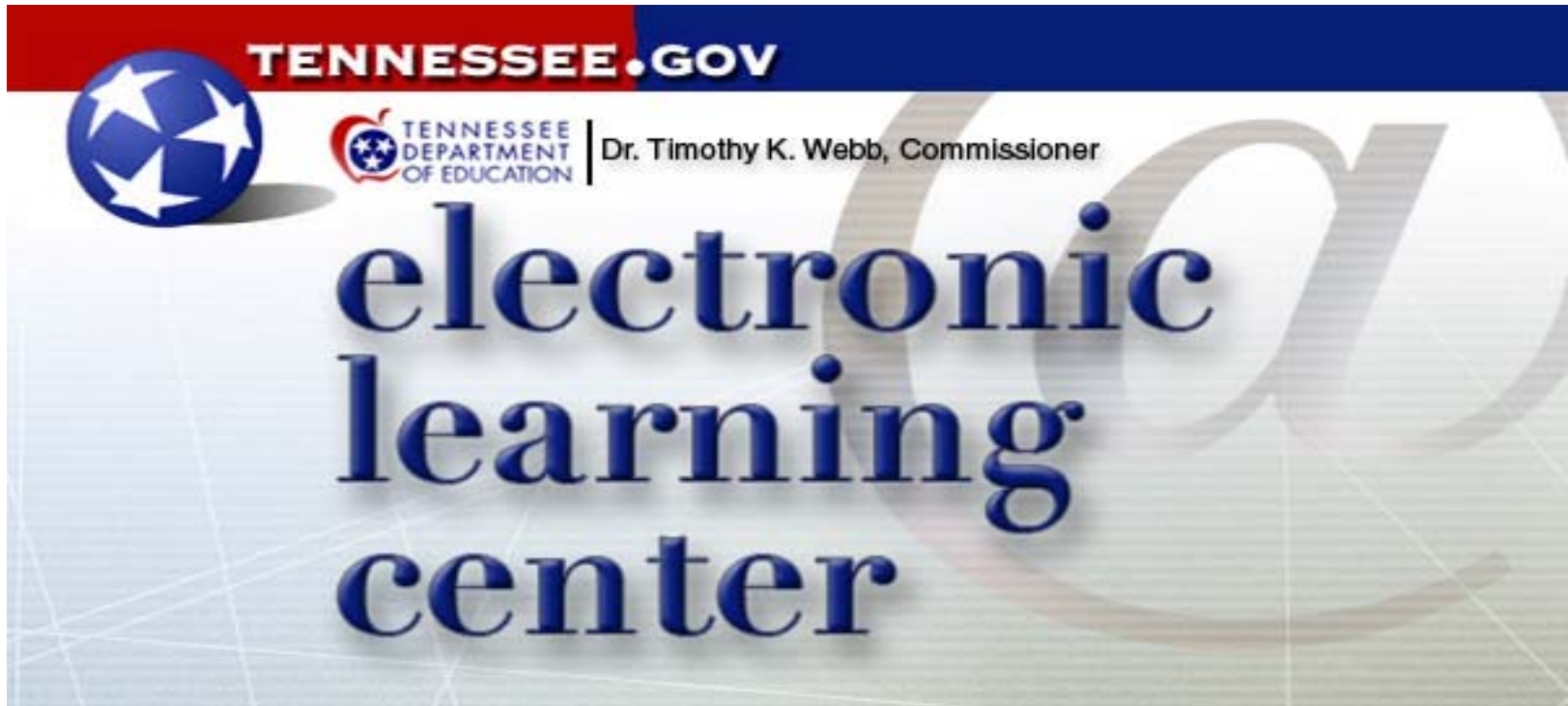
How do Value Added Gain Scores contribute to the formula for improving schooling?

- Use as a yardstick

How do we use achievement in conjunction with Value Added to make the best instructional decisions?

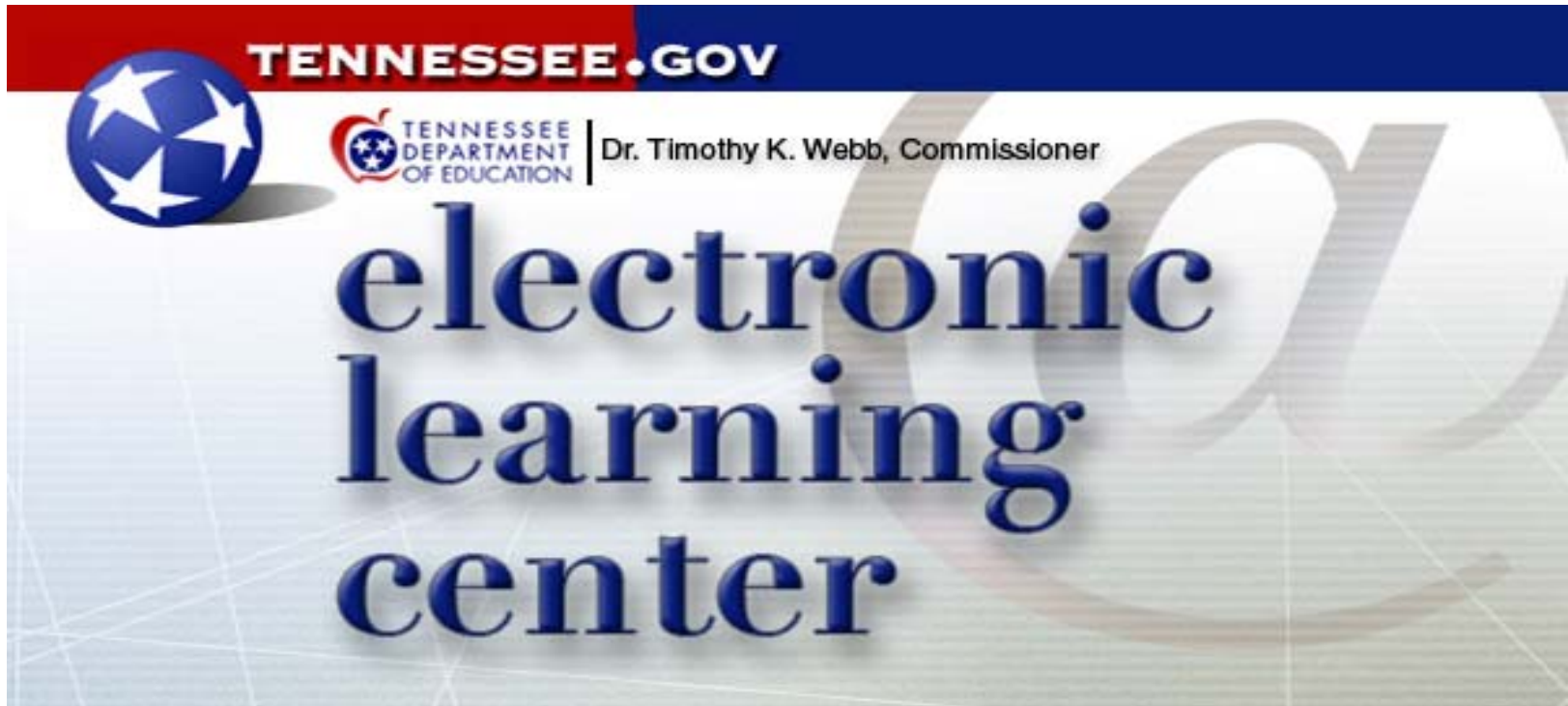
- Tennessee has a two-dimensional Accountability model
 - Achievement is a snapshot in time
 - Value Added shows impact of schooling

Tennessee Tools in Our Toolkit



www.TNelc.org

Tennessee Department of Education
Tennessee Board of Regents
Apple



Current resources available include:

- Governor's Study Partner Program (GSPP) podcasts
- Teaching and Professional Development resources
- TN DOE Standards Awareness Training (2008) podcasts
- Curriculum links

What we know to be true...



In 2007-2010, the Governor, the legislature, and our communities will expect:

1. Higher standards for proficiency and academic performance;
2. True accountability for students, teachers, local school systems, and higher education
3. Proficient = Proficient whether a state assessment or a national assessment

Final Thought...



The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher. ~Thomas Henry Huxley, *Life and Letters of Thomas Huxley*

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